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EDUCATIONAL NEWS AND EDITORIAL COMMENT

IN HONOR OF CHARLES HUGHES JOHNSON

The December issue of *Educational Administration and Supervision* is very fittingly devoted to a memorial number in honor of its managing editor, whose untimely death occurred last fall. Just forty years of age when he died, Mr. Charles Hughes Johnson had already completed a varied and successful career as an educator and was entering upon a period of still more conspicuous leadership in the educational movements of the day. The inestimable loss is well voiced by Professor Paul H. Hanus:

His sympathetic nature and his clear and vigorous mind made him a valued friend. The volume and quality of his work as teacher, author, and editor were remarkable and constitute a volume of effective industry. His colleagues in the field of university work in education throughout the country will miss him greatly and will never cease to regret his early removal from their midst; but we shall always cherish the friendship he gave us and the stimulating example of his industrious and fruitful career.

END OF THE GARY PLAN IN NEW YORK

In administering the oath of office to the Board of Education's seven members, Mayor Hylan pronounced the doom of the Gary system.

In appointing you to the Board of Education I have neither asked nor have I expected any pledge to do or not to do any particular thing, nor to favor any particular plan or device of school administration except the elimination of the so-called Gary system and the erection of new schools as soon as possible, all of which was pledged in the platform upon which I was elected, which is a mandate to carry out this pledge.

The people of this city elected a new administration to do three things for the schools—eliminate the Gary plan, build more schoolhouses, so that every child might properly be accommodated, and reduce part time. Betterment of the schooling of our children underlies all three.

Of the \$19,000,000 set aside for the extension of the Gary Plan, about \$6,000,000 is as yet unexpended. All contracts not actually entered into are stopped. No more money will go into the system, and schools are being "De-Gary-ized."

THE JUNIOR HIGH IN NEW YORK

In a plea for the reorganization of the school system of Greater New York, President Arthur S. Somers of the Board of Education recently said:

We have tried, and we have failed in trying, to keep all children in the same path for the eight years of schooling. Not finding there the road that was to lead them where they wanted to go, they went out to find it for themselves—in other schools, where they paid for their tutoring, or in business. How long are we to ignore such conditions and the demonstrated results of our own experiments? How long is the desire of principals to keep a full-graded school to interfere with efficient organization of our schools?

For the first six years of the elementary school course all children may well be taught uniformly. Then the course of study should be modified in recognition of the varying needs of the children. Without undertaking to direct them along particular lines the school should offer opportunity for study in academic, commercial, or vocational subjects.

Mr. Somers submitted the following resolution, which was adopted by the Board:

That the Board of Superintendents be requested to appoint a special committee of three associate and five district superintendents to investigate and report upon the desirability and advisability of organizing our schools on the basis of a six-year elementary, a three-year intermediate, and a three-year high-school grouping.

PROVIDING SCHOOLS FOR SUMMER WORKERS

East High School, Minneapolis, is undertaking a campaign in behalf of those high-school pupils who drop their work early in the spring for farm work or other war work, pupils who are to be listed as "summer withdrawals." This program is especially timely in view of the fact that the country over shows only one-fourth of the usual $9\frac{1}{2}$ per cent increase in high-school enrolment and an actual decrease in the number of boys. Miss Elizabeth Smith, director of vocational work in East High, is reaching the homes of these pupils through letters and personal visits, urging parents not to allow the temporary interruption of schooling to become permanent. Special courses and short courses will be instituted to enable children to make up what they have missed that they may re-enter their classes in full standing. Miss Smith's program, moreover, is being extended, and is capable of still further extension, to any and all children who in normal times are compelled to forego schooling in the

summer months. If the high school is in reality to be "the people's college" it may wisely modify some of its courses to accommodate young people who must work six months of every year. Why not have a six months' high school in every large city, in session from November 1 to May 1?

WAR RESOLUTIONS IN DENVER UNIVERSITY

With the desire to stimulate undergraduates to make the most of their opportunities to enrich their lives in study while in the service of the government during the continuance of the war, the members of the faculty of the College of Liberal Arts of Denver University have adopted unanimously the following resolution:

Resolved, That young men and young women in the service of the government, in connection with war work, may have any part of this work in aviation, or wireless, or engineering, or translating, or interpreting, or medical, or infantry, or artillery, or naval, or other service, which is similar or equivalent to the training given in colleges counted toward a degree in the College of Liberal Arts of the University of Denver, when properly certified by governmental authorities.

THE JUNIOR COLLEGE AND THE WAR

At the recent meeting of the Association of American Colleges in Chicago, President Sanford of Clark University took occasion to rap vigorously college "slackers." He characterized these young people as being contemptible enough to live in comparative idleness, using alleged intellectual pursuits as an excuse for avoiding the responsibilities of hard work. He plead vigorously for an intensified period of educational training in order that the effort to secure a degree may be made "man's work." In these times of stress the type of college student must be more serious and restrained than the college youth of today, who is often characterized by sophomoric frivolity. As a step in this direction, President Clark recommends that universally the four-year college course be shortened to three years. This shortening process accompanied by increased seriousness of effort and dignity of attainment is bound to be realized more and more. Already large numbers of universities make it possible for their most capable students to reduce the A.B. course to three years. Soon they will require what they now merely permit and urge. If we are honest we must agree with President

Sanford that a youth who cannot acquire in three years what is now secured by the average college student in four can hardly be deemed worth educating.

Along with the shortening of the traditional college course there is coming the day of the junior college. Young men and women will secure the privileges of junior college work at home with little or no expense. Pointing out that Detroit junior colleges make it possible for any properly qualified student to accomplish work parallel to the first two years in the University of Michigan, the *Detroit Free Press* thus voices the spirit of the times:

At the present time, when the enlistment of brothers and fathers makes absence from home impossible for a year or two, these schools offer an extraordinary opportunity.

For the young man of eighteen or so, the opportunity for the future is priceless. If, as is very possible, he enters the army or navy in a year, he will come back when peace is declared with his college education partially finished and with a real incentive for going on. His comrades who have not started their college course will feel perhaps that it is too late to begin, or that it would take too long to complete the necessary work. To the young man or woman who expects to study medicine the junior college affords a way of working off many of the literary requirements in what is at best a long course. The number of doctors, engineers, lawyers, teachers, who are needed is not going to grow smaller. The length of time which must be spent in pursuit of one of these professions is not going to grow less.

THE FARM CRAFT SERIES

"When the City Boy Goes to the Farm" is the title of the first lesson in "The Farm Craft Series," which is being prepared by Dean Davenport of the University of Illinois College of Agriculture and distributed free by the State Council of Defense to all high schools in Illinois. The title of the first lesson indicates the scope and purpose of the entire series, succeeding numbers of which will follow in rapid sequence during the next three months. Already the first numbers are in the hands of five thousand Chicago boys, and fifteen thousand others in the state, who have enrolled in the Boys' Working Reserve. Rightly does Dean Davenport strike first the notes of patriotism and of discipline.

The right-minded city boy can make himself useful, provided he trains himself for the purpose. Whether he fights or whether he works the same

clear-cut object must be kept constantly in view and the same iron discipline must be maintained.

The boy on the farm must be his own disciplinarian and keep himself in training not only physically but in every way if he is to be an efficient aid in food production.

One chapter of Lesson 1 is devoted to precautions. Here are some of them:

Don't get "cocky" when you have learned a few things. The road to becoming a good farmer is a long one, and there is nearly always a better way than the one you have learned.

Keep things "picked up." Know where things belong. Keep doors and gates shut, and do not expect others to pick up after you, to do your work, or to inquire whether you have fed the pigs.

Accept responsibility, and, having accepted it, do not break down.

Your faithfulness and efficiency must not depend upon your wages. No man can expect to be paid large wages until he has first shown his ability and willingness to earn more than he was paid for doing.

Be clean physically, morally, and mentally.

Be considerate of all the courtesies due your employer, not only in a business way but in a social way, while in his house. Do not track in mud. Do not talk too much. Always be a gentleman.

OAKLAND, CALIFORNIA, SCHOOLS

This city, representative of educational progress, lists the following progressive features in her school system:

1. Vocational education through cosmopolitan high schools.
2. Vocational guidance bureau.
3. Three junior high schools.
4. Special rooms for delinquent children.
5. "Opportunity" rooms for subnormal and for incorrigible pupils.
6. Promotion providing for different rates of progress.
7. Night schools for adults.
8. Day nurseries.
9. Parent-teacher associations, mothers' clubs.
10. Bureau of reference and research.
11. Junior college.
12. Advisory citizens' committees.

SPECIAL-METHODS COURSES

Fletcher H. Swift in *School and Society* for December 15, 1917, sharply arraigns the usual practices of conducting special-methods courses in our colleges and universities. He urges that many instructors, compelled to give these courses, are utterly out of sympathy with the work, are entirely without secondary-school experience, and are thoroughly incompetent to put their students, prospective teachers of English, history, mathematics, and the rest in touch with high-school problems and methods.

With considerable elaboration Swift enumerates ten qualifications requisite for instructors in these courses:

1. Sound scholarship in their special field.
2. Thorough belief in the value of their work.
3. Thorough study of psychology applied to education.
4. Mastery of the technique of teaching in high schools.
5. Knowledge of the history of education.
6. Special study of high-school methods in the field.
7. Ability to teach demonstration high-school classes.
8. A record of success conspicuous in actual high-school teaching.
9. An intimate touch with changing secondary-school conditions.
10. Primarily experimenters, not followers in the beaten track.

Of these ten qualifications Swift asserts that only the first is possessed by the departmental teachers who usually give the courses.

The *School Review* is in hearty accord with the general tenor of Swift's argument. Special-methods courses present far too valuable and indispensable opportunities to be placed in the control of incompetent and unsympathetic instructors. Moreover, whenever a college department continues to insist that "sound scholarship" is the only qualification for a secondary-school teacher there is little hope that such a department will furnish suitable instructors for special methods.

However, Swift is guilty of generalizing from a few highly untypical instances of incompetence. Contrary to the impression left by his article, almost all universities of the central and western states, at least, are growing in hearty accord with the earnest effort to train teachers and are heartily co-operating to this end. They are providing instructors who measure up admirably to the specifications named above. Again, even if Swift's conclusion were sound, little would be gained by adopting the querulous chip-on-the-shoulder attitude that breathes through the entire article.

In addition, the *School Review* cannot agree that a long and highly successful secondary-school experience is necessarily imperative. Moreover, it is at least a debatable question whether or not the special-methods instructor of college rank ought to be conducting at the same time demonstration classes in a practice high school. In spite of conspicuous examples of highly successful union of work on this order, it is at least possible that many instructors so situated might lack perspective and objectivity in the consideration of high-school problems. It is a truism to say that a competent person can more readily pass a sound judgment upon the instructional skill of another than he can of his own work. Would it not be wiser to affirm that a thorough acquaintance with high-school conditions, acquired by a moderate experience in secondary-school teaching, supplemented by a thorough study of educational theory and practice, together with a constant and thoughtful observation of high-school situations, are more likely than are Swift's demands, to properly equip a college teacher of special methods?

MODIFIED CURRICULUM IN ATHENS, OHIO, HIGH SCHOOL

R. D. Bennett, principal of Athens, Ohio, High School, reports a plan by which a wide variety of courses is offered, yet provides at the same time that each pupil's course must be well chosen and thorough.

All the subjects offered by the school are arranged in six groups, the most important, being, of course, the English course, the others, social (history and government) science, foreign languages, mathematics, and vocational.

A "major" consists of three units or three years' work selected from any one of the six groups; a "minor" consists of two years' work in any group. For example, a year of modern history and a year of American history or government will constitute a minor in history. If a half-year of ancient history and a half-year of current history are added, the student has a major in history.

Included in the sixteen units required for graduation, there must be at least two majors and two minors selected by the student—each from a different group. For example, every student must have a major, or three years' work, in English. His second major may be in history, or commercial subjects, or may be chosen from any of the other five groups. The two minors must be from two groups not used as majors. Thus a student might graduate having three years' work in English, three of history, two of vocational subjects, and two of mathematics.

The other six units are chosen with the advice and approval of the student's parents and the faculty. In any event, the student must have certain essential courses chosen from at least four important fields of study, and all selections of courses must have the approval of the student's parents and of the principal.

This method insures at least two or three consecutive years of study in each of four different lines, and effectively prevents too much scattering among electives.

SCHOOL SAVINGS BANKS

"There is great need now for the inculcation of the principles of thrift among the children of our public schools."—COMMISSIONER CLAXTON.

"One of the most glaring defects of our present educational system . . . is the lack of general and systematic training in the practice of 'thrift.'"—*Bankers Magazine*.

Start a savings bank in your high school.

Here is the record in Richmond, Virginia. The savings system established October 22, 1917, in the elementary schools and junior high schools included, on the opening day, 9,793 depositors among a total registration of 22,000 children; deposits amounted to \$1,184.38 on the *opening day*. It is predicted that the savings will amount to at least \$50,000 each year.

The system inaugurated in Richmond is simple and can best be explained by showing how it works in a single school building. The principal keeps in a loose ledger the class sheets for each room in his building. On banking days, Mondays, these class sheets are distributed to the several rooms, and about fifteen minutes is consumed by the teacher and pupils who assist her in receiving deposits. The amount is credited to the child opposite his name on the class sheet and is also entered in his bank book. When all deposits have been received and properly recorded the class sheet, together with the money, is sent to the principal, who consolidates the reports from the several rooms and deposits the total receipts for the week in a single account with the bank. The class sheets are balanced each quarter and the pupils allowed interest on even dollars. The pass books, class sheets, and other accessories are furnished by the originator of the system used and are paid for by the depository banks. J. H. Binford, assistant superintendent of schools, Richmond, will gladly furnish the name and address of the originator of the system to those who desire samples.

The John Marshall High School has recently started a savings system adapted to the departmental plan of teaching. This plan eliminates the classroom sheet and follows the usual banking customs, each student making the deposits weekly with the head of the commercial department of the school, who in turn deposits all funds as one account in the depository bank. Here the students of the commercial department balance all the individual accounts, receiving valuable experience in business methods. In the elementary schools this work falls upon the teacher of each class, though it is greatly simplified by the system used, and some help is rendered by the pupils.

EDUCATIONAL FILMS FREE

The Extension Division of the National Bureau of Visual Instruction undertakes to furnish without cost, except transportation, educational films for use on standard motion-picture machines. The films may be secured by applying to Leon A. Tashof, Assistant Director, National Bureau of Visual Instruction, Washington, D.C. Many of the one hundred and fifty films now listed aim to disclose the production and manufacture of articles in daily use, revealing the sources of supply of raw materials, the activities of factories and workshops, the conditions of labor, the machinery used, and finally the finished articles in their useful application.

Among the more attractive titles we may cite the following:

Keeping a Nation Healthy—Pure Food
Spirit of the Soil—Fertilizer
Concrete and Its Uses
A Nation's Covering—Hat Industry
The Feet of a Nation—Shoe Industry
The Silk Industry
The City Sanitary
The Value of Life—Safety First
Key of Commerce—Good Roads
National Parks
The Great Worker—Tractors
Electric Development
The Perfume of Flowers
The Silver Treasure
Curing the Cattle
The Model Dairy
A Nation's Drink—Grape Juice

The Government at Work
Making a Book
Making a Newspaper
The Story of Writing
Trampled Under Feet—Carpet Industry
Modern Banking
Nature's Substitute—Medicine
The City Progressive
Hitting the Mark—Firearms
Making of Automobiles
Story of a Loaf of Bread—Baking
Through a New Land
Farm to Home—Milk Industry
Harmony of Sweet Sound—Pianos

ANTI-FRATERNITY LAW HELD CONSTITUTIONAL

Des Moines High School fraternities have lost their fight in the district court. Judge De Graff declared the law constitutional, granting ten days, however, for appeal to the Supreme Court. Again the chief argument against fraternities appears to be their undemocratic tendencies. Said Judge De Graff:

The public school is a democratic institution, and it has been said that such societies tend to engender a spirit of caste, to promote cliques, and to foster contempt for school authority. The public school itself stands for equality, democracy, reciprocity, mutuality, co-operation, and no special privilege.

It may be that our legislature in its wisdom enacted this law believing at this stage of adolescence to permit pupils to become members of "frats" would create snobbishness and would involve the feud and evolve the fad.

At any rate, in order to curb what is said to be the evil effect of these institutions in secondary schools, laws have been enacted in Ohio, Indiana, Washington, Kansas, Illinois, and other states, either absolutely forbidding them or placing them under the control of boards of education. An examination of the cases arising under these laws and local regulations discloses that the courts of last resort in recent years have uniformly held such rules valid and constitutional.